Tri-Township Elementary School Improvement Plan 2022-2025

Submitted by:
Brian McMahan, Principal

Board Approved
September 28th, 2022

- **Introduction**
  A. **Narrative description of the school, community, and the educational programs**

Tri-Township Elementary School is a school in southern LaPorte County, serving the three townships of Cass, Dewey, and Prairie. The school is located in a rural, agricultural area, which includes the towns of Wanatah and LaCrosse. In 2012, Dewey-Prairie Consolidated with Cass Township Schools to form the Tri-Township Consolidated School Corporation. The 2022-2023 school year will be the first year that all students in pre-kindergarten through grade twelve are all in one building. While agriculture and trucking are the major local employers, a large number of people commute to work in other communities. Economically, the area is middle to lower income. There is a significant religious influence with many churches of various denominations located within our school district. During the 2021-2022 school year, ___ percent of students received free or reduced lunches.

The school building was built in 1961 with a million-dollar renovation completed in 1982. The building houses all students in Pre-kindergarten through twelfth grade. In 1999, a 1.2 million-dollar addition/renovation was finalized. In 2001, air conditioning was added to the remaining classrooms that did not have it; two computer labs, a science lab, art and music rooms, and four new elementary classrooms were added. A new "Benchmark Boilers" system was added in the fall of 2007 and an updated playground with safety equipment was established in 2006. During the summer of 2014, two additional elementary classrooms were added. During the summer of 2015, we renovated the Administration office and added a conference room. Also, HVAC was updated in all classrooms. In 2021, construction was started on a five classroom addition plus the remodeling of three classrooms that allowed us to move our high school from the 1915 LaCrosse building to the Wanatah building.

Tri-Township CSC continually updates the technology throughout the school. Our network utilizes 20Mb access speed, classrooms are equipped with projectors, televisions, and smartboards. The school maintains a wireless network throughout the building and the computer to student ratio is 1-to-1 with every student utilizing a Chromebook. Teachers are using Chromebooks and MacBooks. The school is using Google Classroom as a learning management platform. This allows the school to communicate effectively with students who miss school due to illness. Also, teachers are using the Google Meet platform for virtual students or remote learning in the classroom.

All students are individually monitored for progress toward diploma and graduation pathway requirements. If they fall behind, interventions are put into place to accelerate their learning. Plato software is utilized for remediation and acceleration purposes.

  B. **Curriculum**

Tri-Township Elementary School is closely aligned with the Indiana College and Career Ready Standards adopted by the Indiana State Board of Education. Teachers at Tri-Township Elementary, under the direction of the building principal, provide enrichment and regular differentiation of the curriculum with various educational activities throughout the year.

Copies of grade-level curriculum are found in each classroom. We continue to work on vertical alignment in grades K-6 at the elementary level. We are using data to create a viable curriculum that covers power standards.

C. Assessments

Tri-Township Elementary School will administer ILEARN to students in grades 3-8 in the Spring.We have collected data and created charts on the 2019,2021, and 2022 ILEARN results. These charts and our collected data from NWEA's MAP Assessment help us to determine our weaknesses and strengths.

Our standardized formative assessment in grades K-8 is NWEA's MAP Assessment. Star Reading is also administered to all students in grades 1-8. In addition to this, IREAD is given to Grade 2 and Grade 3 students.

Benchmark unit reading tests are administered to students after completion of each reading unit (McGraw-Hill/Wonders). These tests serve both an evaluation purpose and as a diagnostic tool for progress monitoring of the students. The purpose of testing at Tri-Township Elementary is primarily formative in nature, and it is used to support instruction.

Star Reading is used as a reading progress assessment tool for our K-8 students. Accelerated Reader is a formative assessment tool used to monitor student progress in grades second through sixth grade.

WIDA ACCESS is an assessment given to all English/Language Learners.

During the 2022-2023 school year, the CogAT Assessment Screener will be given to all elementary students in order to identify high ability students. After that year, students will be screened in Kindergarten, 2nd grade, and 5th grade.

- **Statement of Mission, Vision, Beliefs**
  A. Mission Statement
     Tri-Township Elementary School incorporates academic standards, community resources, and diversity in providing opportunities for educational success. Tri-Township Elementary School and community share in their responsibility to provide a safe, stimulating, and meaningful learning environment leading to academic, emotional, physical, social, and ethical growth for every student.

B. Vision Statement

Tri-Township Elementary School's vision is to encompass the needs of all students in order to help them achieve their greatest learning potential. We envision our students, with the aid of faculty, staff, and community, meeting and surpassing Indiana State Proficiencies. The staff, parents, and community will guide the development of our students to ensure intellectual, emotional, social, and physical growth. There will be mutual respect and acceptance of diversity among all members of the school community.

C. Beliefs

Tri-Township Elementary School community adheres to the following beliefs:
- Every child is worthy and merits the opportunity for a quality education.
- Every child deserves a safe and healthy school environment where everyone is treated with respect.
- Every child shall be involved in meaningful activities which reinforce their strengths, address their weaknesses, and provide for academic growth.
- Every child shall be granted the opportunity for emotional, physical, social, and ethical growth.

- **Summary of Data, Derived from an Assessment of Current Status of Educational Programming:**
  A. **Data from the Annual Performance Report**

ILEARN 2022	ELA	State Average	Math	Stage Average
3rd Grade	36%	41%	60%	52%
4th Grade	58%	41%	75%	48%
5th Grade	52%	41%	33%	41%
6th Grade	14%	39%	24%	36%

ILEARN SPRING 2021	ELA	State Average	Math	State Average
3rd Grade	56%	39%	63%	49%
4th Grade	57%	40%	52%	44%

5th Grade	33%	40%	33%	39%
6th Grade	12%	40%	4%	33%

ILEARN SPRING 2019	**ELA**	**State Average**	**Math**	**State Average**
3rd Grade	35%	46%	50%	58%
4th Grade	35%	45%	43%	53%
5th Grade	59%	47%	62%	47%
6th Grade	52%	47%	44%	46%

Corporation Results: Science and Social Studies by Grade Level Tri-Township Consolidated

School Corporation

Test Subject	2019 ILEARN Proficiency	2021 ILEARN Proficiency	2022 ILEARN Proficiency
Grade 4 Science	35%	48%	58%
Grade 6 Science	48%	32%	24%
Grade 5 Social Studies	62%	48%	38%

B. Other Information and Educational Programming and Learning Environment
   Listed are some additional educational programs and learning environment offered at Tri-Township Elementary School:

● Full-Day Kindergarten
● BAT (Basic Aid Training) Class
● Read-a-Thon
● Spelling City

- Gifted & Talented Programming
- Accelerated Reader
- Social Studies Fair/Health Fair/Science Fair
- Spelling Bee
- Title 1 Services: ELA and Math
- Book-It
- Academic Olympics
- Allied Arts: Band, Choir, Art, Digital Art
- Drama Club
- Name That Book Competition
- Academic Spell Bowl
- Academic Super Bowl
- Field Day
- Running Club
- Girls on the Run
- Flag Education
- Middle School Leadership Training Day
- P.A.T.H. Program (Positive Approach to Teen Health)
- Enrichment Day (District Wide Collaboration)
- Middle School SUCCESS Program
- Friendship Club
- Chess Club
- Student Council
- Growth Mindset Curriculum (K-8)
- Certified Preschool for 4-year-olds
- High School Credits for 8th graders (academic qualification)

- **Conclusions of the Current Educational Programming Derived from an Assessment of the Current Status of Educational Programming**
  - A. **Curriculum-Indiana College and Career Ready Standards**
    The current curricula of Tri-Township Jr-Sr High School has been assessed according to the following criteria:

1. Curriculum on site
2. State Standards available
3. Curriculum meets state standards
4. Anticipation of curriculum revision

B. Information concerning how the school's instructional strategies support the achievement of Indiana Academic Standards

The Tri-Township Elementary School core curriculum is based on Indiana's College and Career Ready Standards.Vertical alignment of standards including college and career readiness and employability skills have been added to the curriculum.

C. Analysis of Student Achievement based on (ILEARN) and other assessment strategies:

The commitment for Tri-Township Elementary School is to use assessment data for the improvement of student instruction. The emphasis is placed on the use of approved tests for diagnostic purposes and progress monitoring. The identification of student strengths and weaknesses are viewed as necessary to provide appropriate instruction for students.

D. Parental Participation in the school:

Tri-Township Elementary School believes in and encourages parent and community involvement and is always looking for new paths of participation. This effort is achieved by a close relationship between staff, parents, PTO, and the School Improvement Committee. Activities planned throughout the year that bring the school and community together include:

● Scholastic Book Fair
● Fun Fair
● Fall Concert
● Winter Music Program
● Spring Concert
● Academic and Athletic Olympics

- Educational Field Trips
- Middle School Lock-Ins
- Middle School Fall Dance
- Veteran's Day Program
- Jump-Rope-for-Heart
- Athletic Awards Banquets
- Back to School Open House
- Annual Food Drive for Food Pantry
- Numerous Give Back Nights in the Community
- Kindergarten Graduation
- Fish Fry
- Father/Daughter Dance and Mother/Son Dance
- 8th Grade Farewell
- Parent/Teacher Conferences
- Scarecrow Festival
- Robotics Club Mentors

E. Technology as a Learning Tool:

Technology is used as a learning tool in the elementary classrooms. All grades K-6 students are 1-1 with Chromebooks. Our school has a Smart Board in every core curriculum classroom with a laptop for every classroom teacher. Classrooms also have document cameras. All students have multiple opportunities to use technology as a learning tool in order to enrich their learning and build their technology skills. Elementary students use Educational Apps, Google Classroom and the Internet as a resource tool for major projects.

F. Safe & Disciplined Learning Environment:
- Classroom rules are turned into the principal every year.
- Student Handbooks outline school policies and rules.
- Crisis Intervention Manuals are in every classroom and are reviewed and updated annually by the safety committee.
- Fire and Storm Drills are conducted regularly as required by state law.
- Lockdown Drills are conducted as required by state law.
- Playground and Gym rules are discussed with students.
- Bus drivers annually participate in a safety course review.
- Bus drivers discuss safety and perform emergency evacuation procedures with students.

G. Professional Development

Tri-Township Elementary School Professional Development includes:
- Instructional Technology Techniques
- Anti-Bullying Training
- Cyber-Bullying Prevention Training
- Suicide Prevention Training
- Seclusion & Restraint Training
- FERPA Training
- Internal Controls Training
- RTI
- Colleague Collaboration time is built into the daily schedule
- Harmony Training
- Indiana State Reading Plan
- College and Career Readiness Standards Training
- NWEA Training
- Coaches Concussion Training
- ILEARN Training
- I-READ Training
- CPI Crisis Intervention Training
- CPR Certification

- **Student Achievement Objectives, derived from an assessment of the current status of educational programming, including the following:**
  A. Attendance Rate – We have consistently achieved an attendance rate of 96%+ thereby remaining over the state average. We allow students seven absences during a semester and very few students approach their allowable total. When a student goes over the allotment, a committee reviews the student's circumstances in order to reach a fair decision on the appropriateness of the absences.
  B. ILEARN- Post-pandemic we will be working diligently with our third through sixth grade students on accelerating their learning, while remediating the areas of learning loss from the pandemic. We would like to see an increase of 15% each year in the next three years of students being proficient in Math and ELA. We would like to see 85% of our students show one school year of growth from one year to the next.

- **Specific areas where improvement is needed immediately.**

A. We will continually refine our curricula to ensure they correspond to the Indiana State Standards. As we add new classes, we want to ensure that we adopt the standards applicable for the courses. We will continually work on our curriculum maps and pacing guides for our core classes.

B. We will improve the basic and applied math skills of our students. This continues to be a concern and our professional development has emphasized this area.

C. We will challenge our students to succeed at the highest level at which they are capable. Staff will be trained on Growth Mindset and will encourage and use this approach with students.

D. Students will explore possible career paths. We have succeeded in showing students new career paths and want to continue for students to view a larger picture of careers.

E. Improve parent/school communication through phone calls, emails, social media, and newsletters.

F. Create professional goals aligned with our school improvement plan in order to promote a growth mindset.

G. Use professional development time for researching and implementing instructional strategies in order to meet the diverse needs of students.

H. Learn new graduation pathways and develop implementation rubrics.

- **Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.**

  A. Students identified with low-performing math and/or ELA scores on standardized testing will be given high dosage tutoring, Title 1 Services, and remediation. We will use before and after school tutoring (study tables).

  B. Teachers will create professional goals, one of which will be focused on Growth Mindset and its implementation with all students.

- **Proposed interventions based on school improvement goals.**
  Targeted professional development for teachers will be the key to the success of planned interventions. The proposed interventions based on the school improvement goals are as follows:
    - Standardized Test
    - NWEA Testing
    - Remediation
    - Pre-ILEARN Remediation
    - Daily Oral Language Sentences
    - RTI
    - Summer School

- Before and After School Tutoring
- Growth Mindset Implementation
- Star Reading

- **Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.**
  Professional Development Plan accompanies this School Improvement Plan. The areas for improvement are:

Goal 1
The school will work hand-in-hand with The Center of Workforce Innovations to develop a career education plan for our students. This plan will include but not be limited to field trips to manufacturing facilities, work/study programs, guest speakers and convocations about careers.

Goal 2
The staff will become proficient in the use of different types of instructional technology ranging from using Chromebooks and the software utilized on the laptops, to videotaping classroom lessons for use in distance learning or archiving of lessons. Google Classroom will become the platform for student/teacher communication.

Goal 3
The staff will utilize the Indiana standards established by the state. All courses will integrate the new standards into their curriculum. Staff will conduct an audit of standards taught and create a list of power standards that need to be met by students.

Goal 4
The staff will be encouraged to incorporate a toolbox of classroom management techniques in order to proactively minimize discipline issues.

Goal 5
Anti-Bullying efforts will be maintained throughout the school. An educational program against bullying and in assistance to victims will be further developed.

Goal 6
The staff will become knowledgeable of proper restraint and seclusion procedures and be able to implement a tiered approach when necessary.

Goal 7
The staff will continue to equip our students to be college and career ready.

Goal 8
The staff will continue to work on creating curriculum maps and pacing guides that lead to mastery of content for students.

- **Statutes and rules to be waived.**
  None at this time.

- **Three Year Timeline for implementation, review, and revision.**

Strategy	Responsibility	Start Date	Status/Finish Date
Continue using Balanced Literacy techniques in K-2 classrooms.	McMahan K-2 Teachers	August 2022	Ongoing
Instruct Math, Language Arts, Science, and Social Studies based on College and Career Readiness Standards.	McMahan Teachers	August 2022	Ongoing
Review NWEA Data in Grades K-8 and ILEARN (3-8) to identify individual student needs in order to provide remediation as well as challenge activities to all students.	McMahan Satkoski Porch Teachers	August 2022	Ongoing
Teachers will be proficient and will stay abreast of new technology trends in education: Chromebooks for K-8	Teachers McMahan	August 2022	Ongoing

Improve Parent/School Communication through phone calls, emails, social media, and newsletters and track it/provide evidence to the office.	McMahan Teachers	August 2022	Ongoing

Documentation of Support for the Professional Development Section of the Strategic and Continuous School Improvement Plan by the Tri-Township Consolidated Schools Teachers Association

As required by 511 IAC 6.2-3-3, I, as a representative of the Tri-Township Consolidated Schools Teachers Association, have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for LaCrosse High School.

_____
Signature of a representative of the Tri-Township Teachers Association

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Printed name of a representative of the Tri-Township Teachers Association